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ABSTRACT

In spring 1987, the Austin School Board approved the current student assignment plan that returned most elementary students to neighborhood schools and created 16 predominantly minority schools with most students from low-income families. A 5-year plan implemented in each of the 16 schools contained the following components: full-day prekindergarten; a lowered pupil-teacher ratio at all grade levels; innovative funds; extra support staff; extra central-office support; and extensive first-year staff development. Findings indicate that the Priority Schools program created extensive changes in the 16 elementary schools. Each school has achieved success or is moving toward success in one or more areas. Although all schools demonstrated improvement, most have not demonstrated enough. None showed consistent achievement at the district average level. Thirteen schools utilized Chapter 1 improvement plans and five were unable to continue because their gains were not strong enough. The Priority Schools program is not a quick fix and is different for each school. Six figures and statistics summarizing priority schools' achievement are included. (LMI)

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AUSTIN'S PRIORITY SCHOOLS: SUCCESSFUL AFTER 5 YEARS?

Catherine Christner, Ph.D.

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Perspective

In the spring of 1987, the School Board approved the current student assignment plan which returned most elementary students to neighborhood schools and created 16 predominantly minority schools with most students from low-income families. To assure that students in these 16 schools receive a quality education, the Division of Elementary Education developed a plan for Educational Excellence with the advice of a committee of teachers,principals, and other administrators. The five-year plan was implemented in each of these 16 schools. The plan contained 10 components which included: full-day prekindergarten; a lowered pupil teacher ratio at all grade levels; innovative funds; extra support staff including, a full-time parent trainer, helping teacher, counselor, and clerk at each campus; extra support from central office; and extensive first-year staff development.

This paper will globally summarize some of the evaluation results of the Priority Schools in the past five years (Christner, C., Wilkinson, D., Baenen, N., Doss, D., Galindo, L., and Fairchild, M., 1988; Christner, C., Moede, L., 1989; Christner, C., Moede, L., Luna, N., Douglas, S., and Washington, W., 1990; Christner, C., Moede, L., Douglas, S., Thomas,T., and Washington, W., 1991; and Christner, C., Thomas, T., Washington, W., Douglas, S., and Curry, J.; 1992). This paper will focus on the achievement outcomes, so readers are referred to these yearly final reports for further details about any of the data analyses and sources.

Objectives

1. *To discuss achievement test results (both NRT and CRT data) of these schools over five years.*

2. *To discuss the many other outcomes that have occurred over the five years.*

3. *To discuss what factors have contributed to the success/lack of success in these schools in a wide variety of areas.*

How Did the Priority School Students Achieve on the ITBS/NAPT Compared to 1986-87? To 1990-91?

1991-92 Priority School students' achievement exceeded 1986-87 (97% of comparisons), and 1990-91 levels (72% of comparisons).

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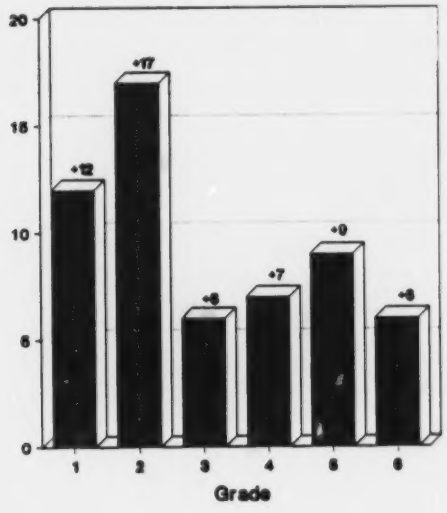
Attachment 1 gives the Iowa Tests of Basic Skills/Norm-referenced Assessment Program for Texas (ITBS/NAPT) median percentiles (1991 norms) by grade, by subtest, and by year. From 1991 to 192, of the 32 possible comparisons, 1992 ITBS/NAPT medians were higher than 1991 medians in 23 cases (72%), lower in 8 cases (25%), and unchanged in one case. In looking at 1987 to 1992 changes, of the 32 possible comparisons, 1992 Priority Schools student medians were higher than the 1987 medians in 31 cases (97%), and lower in one case. The changes on the ITBS/NAPT Composite are illustrated in Figure 1.

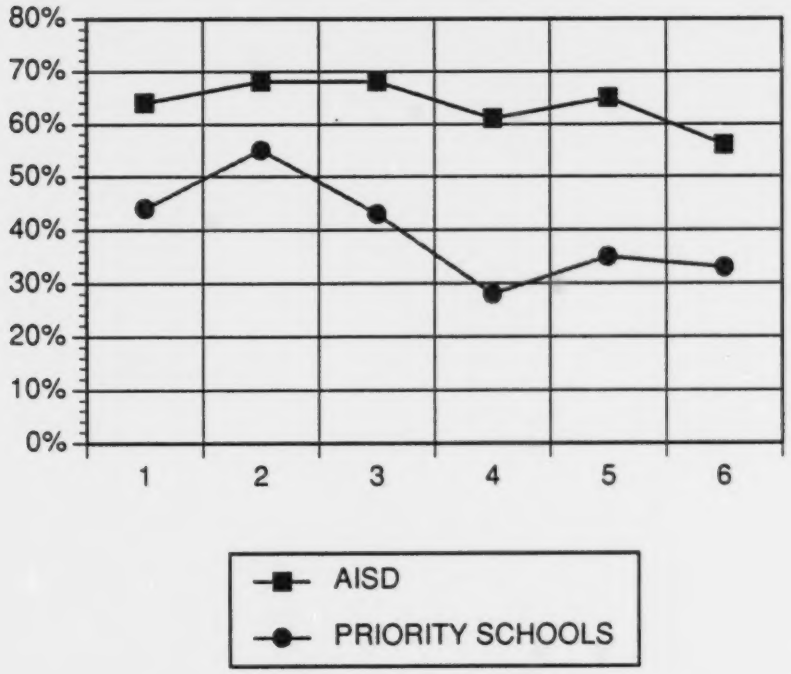
FIGURE 1
PERCENTILE CHANGES ON THE ITBS/NAPT COMPOSITE
FOR THE PRIORITY SCHOOLS FROM 1987 TO 1992
(1991 NORMS)



How Do the Priority Schools' 1992 Scores on the ITBS/NAPT Composite Compare to AISD Scores?

Figure 2 graphically represents these data in terms of the ITBS/NAPT Composite median percentile scores (1991 norms). Across all grade levels, the Priority Schools' medians were lower than the AISD medians, from 13 to 33 percentile points. The Priority Schools' medians were lower than the national norm except at grade 2 where the median was 55. Grade 2 was also where Priority Schools' students were closest to the AISD average.

FIGURE 2
ITBS/NAPT COMPOSITE MEDIANS
1991-92 (1991 NORMS)



NUMBER OF PRIORITY SCHOOLS SHOWING IMPROVEMENT ON THE ITBS/NAPT COMPOSITE FROM 1987 TO 1988, 1988 TO 1989, 1987 TO 1989, 1987 TO 1990, 1989 TO 1990, 1987 TO 1991, 1990 TO 1991, 1987 TO 1992 AND 1991 TO 1992 (1991 NORMS)

	NUMBER OF SCHOOLS THAT INCREASED								
GRADE	87 TO 88	88 TO 89	87 TO 89	89 TO 90	87 TO 90	87 TO 91	90 TO 91	87 TO 92	91 TO 92
1	15 of 16	7 of 16	12 of 16	9 of 16	12 of 16	11 of 16	6 of 16	14 of 16	7 of 16
2	10 of 16	12 of 16	15 of 16	7 of 16	12 of 16	14 of 16	11 of 16	14 of 16	10 of 16
3	13 of 16	4 of 16	9 of 16	11 of 16	11 of 16	13 of 16	12 of 16	14 of 16	11 of 16
4	11 of 15	7 of 15	13 of 15	7 of 15	14 of 15	14 of 15	9 of 15	12 of 15	5 of 16
5	9 of 15	10 of 15	10 of 15	8 of 15	10 of 15	15 of 15	6 of 15	15 of 15	13 of 16
6	3 of 4	0 of 4	1 of 4	1 of 4	2 of 4	3 of 4	2 of 4	3 of 4	3 of 4

1991 norms are used in all six comparisons.

SUMMARY OF PERCENTILE CHANGES BY SCHOOLS ACROSS GRADE LEVELS

	UP	%	SAME	%	DOWN	%
FROM 1987 TO 1988	61	74%	4	5%	17	21%
FROM 1988 TO 1989	40	49%	0	0%	42	51%
FROM 1989 TO 1990	36	44%	5	6%	41	50%
FROM 1987 TO 1989	60	73%	0	0%	22	27%
FROM 1987 TO 1990	61	74%	1	1%	20	24%
FROM 1987 TO 1991	70	85%	1	1%	11	14%
FROM 1990 TO 1991	46	56%	2	2%	34	40%
FROM 1987 TO 1992	72	88%	2	2%	8	10%
FROM 1991 TO 1992	49	58%	3	4%	32	38%

How Did the Priority Schools Perform Individually on the ITBS/NAPT?

From 1987 to 1992, 88% of the Priority Schools showed increases in their median composite percentiles across grades 1 through 6. All grade levels showed consistent improvement. From 1991 and 1992, the strongest gains were at grades 2, 3, 5, and 6.

Chapter 1 NCE Gains for 1991-92

Chapter 1 regulations have required since 1989-90 that each campus receiving Chapter 1 funds must show a positive normal curve equivalent (NCE) gain in the subject areas in which students are served. The scores are aggregated across grades 2-6. The size of the gain is established by each district. AISD set a goal of 2.0 NCE gains in the basic skills areas of reading (as measured by the ITBS/NAPT Reading Total) and mathematics (as measured by the ITBS/NAPT Mathematics Total). In the advanced skills areas of reading comprehension (as measured by the ITBS/NAPT Reading Comprehension) and mathematics concepts (as measured by the ITBS/NAPT Mathematics Concepts), a goal of 1.0 NCE gain was set. These gains only reflect the low achievers (students who had a 1991 ITBS Reading Comprehension score at or below the 30th percentile).

Figure 3 presents these data for all 16 Priority Schools. Winn and Norman, not being funded as Chapter 1 Schoolwide Projects, do not have to do a Chapter 1 improvement plan, but their data are presented for informational purposes. Ortega was not on plans in either areas for either year; Sims and Zavala were on plans in both reading and mathematics for 1990-91 and made good enough gains to go off the plans for 1991-92; Pecan Springs made good enough gains to go off of its math plan; and the remaining schools are on or continuing on plans based on the 1991-92 test data.

Chapter 1 implemented a new accountability requirement that schools which are Schoolwide Projects must show NCE achievement gains for their low achievers that are better than those of the Chapter 1 Supplementary students in the District, as a group, or better than their own low achievers three years prior to the study. Thirteen of the 16 Priority Schools had to deal with this requirement for 1989-90, 1990-91, and 1991-92. Schools are allowed a three-year period to show this effectiveness and may opt for the best comparison for all three years, two of three years or just the last year. Districts may do all possible computations and chose which comparison will be done on a school-by-school basis to optimize the continuation of each schoolwide project. If a favorable achievement comparison is not found, that campus must discontinue as a Chapter 1 Schoolwide Project and find other ways to provide the Chapter 1 Program.

FIGURE 3
MEAN NCE GAINS FOR THE PRIORITY SCHOOLS
1990-91, 1991-92
"WHICH CAMPUSES WILL BE ON A CHAPTER 1 IMPROVEMENT PLAN?"

	Reading Comprehension		Reading Total		Math Concepts		Math Total		
Year	1990-91	1991-92	1990-91	1991-92	1990-91	1991-92	1990-91	1991-92	Comments
School (Desired)	(1.0)	(1.0)	(2.0)	(2.0)	(1.0)	(1.0)	(2.0)	(2.0)	
Allan	2.0	5.9	2.6	4.1	2.4	-0.2	0.6	-0.6	Continue on math plan
Allison	3.0	3.0	1.4	3.8	3.4	-3.9	3.0	-1.0	Off reading plan Go on math plan
Becker	2.1	5.8	-0.5	2.7	-1.2	-7.1	-2.4	-2.1	Off reading plan Continue on math plan
Blackshear	0.9	5.8	-0.1	4.9	1.3	-3.8	-0.6	-0.1	Off reading plan Continue on math plan
Brooke	5.4	7.3	4.7	6.4	5.4	3.3	5.5	1.8	Go on math plan
Campbell	3.1	5.1	1.1	4.9	6.8	-5.4	6.4	-3.7	Go on math plan
Govalle	2.6	1.8	1.3	-2.3	-1.8	-4.0	-2.2	-2.8	Continue on reading and math plans
Metz	3.0	4.1	1.3	2.6	7.5	-7.8	4.0	-1.3	Off reading plan Go on math plan
*Norman	3.0	3.9	2.5	2.0	1.0	-9.5	0.3	-6.2	Continue on math plan
Oak Springs	3.8	5.9	1.6	3.6	5.4	-2.6	3.9	-1.2	Off reading plan Go on math plan
Ortega	10.4	13.5	9.9	13.9	6.2	11.7	5.7	12.4	No plan
Pecan Springs	4.5	4.7	2.3	4.5	1.3	3.4	0.2	4.0	Off math plan
Sanchez	5.5	6.8	3.6	4.7	3.5	-1.9	0.9	2.6	Continue on math plan
Sims	0.8	6.0	1.4	4.8	1.9	5.5	1.4	4.9	Off reading and math plans
*Winn	0.1	2.6	-0.8	1.3	-4.0	-3.8	-5.3	-2.2	Continue on reading and math plans
Zavala	0.9	11.1	-1.1	11.6	2.0	5.8	-2.1	11.1	Off reading and math plans

*Not being funded as Chapter 1 Schoolwide Projects, Winn and Norman are not required to do Chapter 1 Improvement Plans

In Figure 4 are presented the six comparisons. Because the boundary changes affecting all these campuses did not go into effect until 1987-88, the 1986-87 data were reconfigured in the 1987-88 school boundaries to make this comparison.

- ***Allan, Allison, Becker, Govalle, and Oak Springs did <u>not</u> meet this comparison in any of the six possible ways, and therefore, will not be able to continue as Chapter 1 Schoolwide Projects in 1992-93.***
- ***Ortega looked especially strong meeting the criteria in each of the six comparisons.***
- ***Blackshear, Brooke, Sims, and Zavala met the criteria in four or five of the six comparisons.***
- ***The AISD Chapter 1 Supplementary Program is generally successful producing good NCE gains.***

FIGURE 4
SCHOOLWIDE PROJECT 3-YEAR ACHIEVEMENT COMPARISONS

		3 Yrs Average		3rd Yr Only		2 of 3 Yrs Avg			Same School Comparison		Campus vs. Comparison Schools			
									1989-1992		1991-92		1990-92	
School	Elig.	1986-89	1989-92	1988-89	1991-92	1987-89	1990-92	Elig	3 Yrs Average Campus	ComSch	3rd Yr Avg. Only Campus	ComSch	2 of 3 Yrs Campus	ComSch
Allan	No	+4.2	+2.5	+8.7	+4.1	+6.3	+4.2	No	+2.5	+4.0	+4.1	+4.8	+4.2	+4.6
Allison	No	+5.8	+2.9	+4.2	+3.8	+6.3	+2.5	No	+2.5	+4.0	+3.8	+4.8	+2.5	+4.6
Becker	No	+4.5	-0.3	+6.6	+2.7	+5.4	+0.8	No	-0.3	+4.0	+2.7	+4.8	+0.8	+4.6
Blackshear	Yes	+0.6	*+1.7	+2.6	*+5.2	+2.6	*+2.8	Yes	*+4.3	+4.0	*+5.2	+4.8	+2.8	+4.6
Brooke	Yes	+4.2	*+4.9	+7.7	+6.4	+3.9	*+5.3	Yes	*+5.3	+4.0	*+6.4	+4.8	*+5.3	+4.6
Campbell	No	+3.0	+2.3	+7.7	+5.5	+3.9	+3.0	Yes	+2.0	+4.0	*+5.5	+4.8	+3.0	+4.6
Govalle	No	+7.1	-0.1	+4.2	-2.3	+5.7	-0.3	No	-0.1	+4.0	-2.3	+4.8	-0.3	+4.6
Metz	Yes	+5.2	+2.0	+3.2	*+3.3	+4.7	+2.4	No	+1.7	+4.0	+3.3	+4.8	+2.4	+4.6
Oak Springs	No	+4.2	+3.3	+7.4	+3.6	+6.7	+2.5	No	+3.0	+4.0	+3.6	+4.8	+2.5	+4.6
Ortega	Yes	+3.4	*+8.7	+3.3	*+13.9	+3.5	*+11.6	Yes	*+7.8	+4.0	*+13.9	+4.8	*+11.6	+4.6
Sanchez	No	+7.4	+4.4	+8.6	+4.0	+7.3	+4.0	Yes	*+4.0	+4.0	+4.0	+4.8	+4.0	+4.6
Sims	Yes	+1.9	*+3.5	+0.9	*+4.8	+1.2	*+3.1	Yes	+3.2	+4.0	*+4.9	+4.8	+3.1	+4.6
Zavala	Yes	+2.8	*+4.0	+6.2	*+11.6	+2.7	*+4.7	Yes	+3.2	+4.0	*+11.6	+4.8	*+4.7	+4.6

LEGEND: * shows when and how a Priority School secured eligibility for SWP continuance.

Comparison School Averages:
3 years average = +4.0
3rd year only average = +4.8
2 of 3 years average = +4.6
ComSch = Comparison Schools

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How Did the Priority School Mastery TAAS State CRT Test Levels Compare to AISD Mastery Levels and to the State Mastery Levels?

Figure 5 gives District, State, and Priority Schools TAAS mastery levels for October 1991. These are for non-Special Education students. Priority Schools' levels of mastery were lower than AISD levels and lower than Texas levels. Mastery rates for the grade 3 Spanish TAAS are included in Figure 6. Grade 3 mastery levels were generally higher (except for Writing) than were grade 5 mastery levels.

FIGURE 5
PERCENT OF STUDENTS MASTERING THE OCTOBER 1991 TAAS IN PRIORITY SCHOOLS, AISD, AND TEXAS

	MATHEMATICS			READING			WRITING			PASSED ALL		
GRADE	PRIORITY SCHOOL	AISD	TEXAS	PRIORITY SCHOOL	AISD	TEXAS	PRIORITY SCHOOL	AISD	TEXAS	PRIORITY SCHOOL	AISD	TEXAS
3	78%	87%	85%	67%	81%	81%	53%	61%	63%	45%	57%	57%
5	35%	58%	58%	39%	63%	62%	61%	77%	77%	25%	48%	47%

FIGURE 6
PERCENT OF STUDENTS MASTERING THE OCTOBER 1991 SPANISH TAAS IN PRIORITY SCHOOLS, AISD, AND TEXAS

	MATHEMATICS			READING			WRITING			PASSED ALL		
GRADE	PRIORITY SCHOOL	AISD	TEXAS	PRIORITY SCHOOL	AISD	TEXAS	PRIORITY SCHOOL	AISD	TEXAS	PRIORITY SCHOOL	AISD	TEXAS
3	84%	85%	72%	65%	79%	56%	59%	59%	42%	44%	55%	33%

OTHER RESULTS

Student Attendance

The percent of student attendance increased from 94.6% before being Priority Schools in 1986-87 to 95.5% (for a .9 point increase). The total elementary rate increased from 95.3% in 1986-87 to 95.8% in 1991-92 (a .5 point increase).

Parent Opinion

Priority School parents (80%) agree that their children's schools were effective (excellent) schools and that their children learned a lot this school year (89%). The figures for other elementary schools were very similar--(82% and 88% parent agreement with these statements.

Parent Involvement

All 16 principals and parent training specialists in yearly interviews and documented meetings indicated that parent involvement has increased from very low levels before the school became Priority Schools to a higher level now. All 16 schools reported a wide variety of activities (fundraisers, volunteer programs, parent training, recognition ceremonies, etc.) that successfully involved parents more in their schools, notably MegaSkills. Sixty-nine percent of the principals indicated they still need to increase parental involvement and participation. Although the levels of parent participation have increased there is a great need to involve all parents and strengthen PTA/PTO attendance and parents participation in school planning activities. There are still some hard-to-reach parents who need to participate.

Community Involvement

All 16 principals and parent training specialists reported greatly increased community involvement. This reflected a wide variety of mentor programs, fundraisers, community issues, meetings at the schools, volunteer programs, recognition programs, etc. The Adopt-A-School program was very successful in many schools with the number of adopters growing to 187 in 1991-92 from 86 in 1987-88 (the first year of Priority Schools). Individual campuses' number of adopters varied greatly per school from 3 to 36. Some schools were much more active in seeking new adopters than were others.

Multicultural Education

In 1991-92, all 16 principals reported a wide variety of activities (speakers, recognition assemblies, dance, art, career days, ethnic food, festivals, etc.) to recognize the cultural heritages of African Americans and Hispanics. Fifteen of the 16 schools exchanged programs or other activities with non-Priority School campuses. Other cultures were recognized primarily through the AISD curriculum. From 1987-88, this reflects a strong increase in the number of and the variety of activities to recognized minority cultures. This increase has been very definite in the Priority Schools, with their 90% or more minority populations. The same trend has occurred elsewhere in the District, as well, as the need to recognize and celebrate all cultures has become apparent.

Recommended Retention Rates

For 1992-93, the Priority Schools had a one percent retention rate (the same as other AISD elementaries). This is a definite decrease from the 3% retention rate occurring for 1989-90. The number of placements in the next grade level was 5% versus a 2% rate for the other elementaries. There were variations by school, with the most retentions (2%) and placements (11%) at grade 1.

Buildings and Grounds

When the Priority Schools were created, most were in relatively old buildings with a history of not getting maintenance and repairs as much as schools in the higher income part of town. In the first year (1987-88), there was an expenditure of $1,655,392 or an average of $103,462 per school. This is higher than amount spent for the remaining (48) schools of $$1,050,002 on or average of $22,340 per school. The District building and grounds staff really focused on repairing and upgrading the Priority Schools in 1987-88. Since this year, the expenditures were much less because many of these expenditures were one-time expenses. Over the five-year period, an average of $175,348 was spent on the Priority Schools in maintenance and repair with an average of $149,333 spent on the other elementaries.

Facing a very tight budget, two new replacement schools for two of the Priority Schools were built at a cost of nearly $9.5 million.

School Climate Indicators

Beginning in 1987-88 and continuing through 1991-92 at all campuses in AISD, an anonymous school climate survey was given to all teachers in both Priority Schools and other elementary schools rated their schools high on items concerning the characteristics of an effective school in all 5 years. For example,

"School climate is conductive to learning"

Priority Schools	Other Schools	Year
96%	95%	1987-88
94%	97%	1988-89
91%	96%	1989-90
93%	97%	1990-91
93%	95%	1991-92

Teacher Experience

In 1987-88, and again in 1991-92, Priority Schools had larger percentages of teachers with five or fewer years experience than did the other elementaries. In 1987-88, the average number of years of experience among teachers at the Priority Schools was 8.3, compared to 9.7 years of experience among teachers at other elementary schools. In 1991-92, the average number of years of experience among teachers assigned to the Priority Schools was 8.8, compared with 10.0 years of experience among teachers assigned to other elementary schools.

Teacher Transfer Request

The teachers' transfer request rates (requesting transfer to another school) were 15% at the Priority Schools at the end of 1987-88 compared to 13% for teachers at other elementaries. From 1990-91 to 1991-92, transfer request rates almost doubled for both Priority Schools (12% in 1990-91 to 21% in 1991-92) and other elementaries (8% in 1990-91 to 14% in 1991-92).

Teacher Absentee Rates

Teacher absentee rates included sick and personal days. Teachers who took maternity leave or had extended absences (in excess of five consecutive days) were excluded. In 1991-92, teacher absentee rates at the Priority Schools (4.2 days average) were over half a day per teacher less than the other elementary schools (4.5 days), and down from the 1990-91 rate of 4.5 days at the Priority Schools and 5.2 days at other elementary schools.

Discussion

The Priority Schools' program created extensive changes in these 16 elementary schools. All 16 have achieved success or are moving toward success in one or more areas. Not all schools have been successful in all areas. Many schools have had or are having a bumpy road toward improvement. Not all principals and teachers are created equal. We still have a long way to grow.

The 16 Priority Schools are always in a state of being created. There have been changes in principals in nine of the schools.

Significant changes in achievement do not occur quickly. Because of site based improvement, schools had more options in planning for 1992-93. Many opted to try some different things, including:

- *Reading Recovery Program*
- *Year-round school*
- *Extended day programs*
- *Change from a schoolwide format to a supplementary format*
- *Several have major grants (i.e., the Nabisco grant of $750,000.00 to one school)*
- *Some schools are using money that had been used to lower the pupil-teacher ratio previously, to buy computer hardware and software*
- *Having a summer school program*
- *All schools are using their campus leadership team to plan what their campus needs most*

In the new era of site-based management and improvement, the 16 Priority Schools are changing from having similar programs to each having a unique constellation of programs that were designed by the school and its community.

This further emphasizes that there probably is not a quick fix for a school. It takes time and a lot of changes and is different for each school. The nine principal changes have had a strong impact on how the schools are doing. Most of the schools have applied for and received one or more grants to help extend their programs and attempt to make them even more successful.

Most of these campuses still have a long way to go to see the kind of achievement gains their students need to be successful in school. All schools have shown improvement, but most have not shown enough. Students need to do even better and sustain the gains. Many schools have shown improvement in a one year period and lost the next, then gained, etc. None are consistently (at all grade levels) achieving at the level of our District average. Several schools have been especially successful at grades 1, 2, and 3.

To be successful, these schools must have committed principals and teachers who really believe all students can learn. Principals must inspire teachers. Staff must be willing to try new things--sometimes fail before they can succeed. If a program or practice is ineffective, it should be quickly discontinued.

Chapter 1 accountability has played a key role in school improvement. As seen earlier, many of the schools went on Chapter 1 improvement plans and five were not able to continue as Chapter 1 schoolwide projects because their gains were not strong enough. This has forced changes at those campuses.

Date: 9-22-92
ITBS Summary

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS ITBS SUMMARY, GRADES 1-2
1987, 1988, 1989, 1990, 1991, 1992 (1991 norms)

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VOCABULARY

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu	1992 Stu
FIRST	%ILE	29	40	41	44	42	47
	N	965	1049	898	811	806	809
SECOND	%ILE	33	35	39	37	41	41
	N	769	953	808	838	760	769

READING COMPREHENSION

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu	1992 Stu
FIRST	%ILE	28	36	37	38	37	40
	N	958	1056	896	810	804	808
SECOND	%ILE	31	32	36	33	36	40
	N	769	952	805	841	761	769

MATHEMATICS

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu	1992 Stu
FIRST	%ILE	35	46	42	41	47	41
	N	964	1055	892	811	808	803
SECOND	%ILE	44	48	51	46	55	58
	N	796	956	803	848	769	762

SPELLING

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu	1992 Stu
FIRST	%ILE	33	40	37	40	40	48
	N	950	1042	893	809	807	803
SECOND	%ILE	38	42	49	44	44	55
	N	766	950	806	840	755	769

WORD ANALYSIS

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu	1992 Stu
FIRST	%ILE	38	54	53	50	51	50
	N	971	1053	897	814	811	811
SECOND	%ILE	46	48	52	51	55	62
	N	768	952	809	836	765	770

COMPOSITE

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu	1992 Stu
FIRST	%ILE	32	44	39	43	42	44
	N	940	1024	882	800	793	782
SECOND	%ILE	38	40	44	43	47	55
	N	759	937	794	822	746	748

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CHANGE FROM 1987 (AREA) TO 1988

GRADE	1	2
Vocabulary	+11	+2
Reading Comprehension	+8	+1
Mathematics	+11	+4
Spelling	+7	+4
Word Analysis	+16	+2
Composite	+12	+2

CHANGE FROM 1988 TO 1989

GRADE	1	2
Vocabulary	+1	+4
Reading Comprehension	+1	+4
Mathematics	-4	+3
Spelling	-3	+7
Word Analysis	-1	+4
Composite	-5	+4

CHANGE FROM 1987 (AREA) TO 1989

GRADE	1	2
Vocabulary	+12	+6
Reading Comprehension	+9	+5
Mathematics	+7	+7
Spelling	+4	+11
Word Analysis	+15	+6
Composite	+7	+6

CHANGE FROM 1989 TO 1990

GRADE	1	2
Vocabulary	+3	-2
Reading Comprehension	+1	-3
Mathematics	-1	-5
Spelling	+3	-5
World Analysis	-3	-1
Composite	+4	-1

CHANGE FROM 1987 (AREA) TO 1990

GRADE	1	2
Vocabulary	+15	+4
Reading Comprehension	+10	+2
Mathematics	+6	+2
Spelling	+7	+6
Word Analysis	+12	+5
Composite	+11	+5

CHANGE FROM 1987 (AREA) TO 1991

GRADE	1	2
Vocabulary	+13	+8
Reading Comprehension	+9	+5
Mathematics	+12	+11
Spelling	+7	+6
Word Analysis	+13	+9
Composite	+10	+9

CHANGE FROM 1990 TO 1991

GRADE	1	2
Vocabulary	-2	+4
Reading Comprehension	-1	+3
Mathematics	+6	+9
Spelling	NC	NC
Word Analysis	+1	+4
Composite	-1	+4

CHANGE FROM 1987 TO 1992

GRADE	1	2
Vocabulary	+18	+8
Reading Comprehension	+12	+9
Mathematics	+6	+14
Spelling	+15	+17
Word Analysis	+12	+16
Composite	+12	+17

CHANGE FROM 1991 TO 1992

GRADE	1	2
Vocabulary	+5	NC
Reading Comprehension	+3	+4
Mathematics	-6	+3
Spelling	+8	+11
Word Analysis	-1	+7
Composite	+2	+8

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Date: 9-22-92
ITBS SUMMARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

*1992 WORK STUDY PERCENTILES NOT AVAILABLE

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PRIORITY SCHOOLS ITBS SUMMARY, GRADES 3-6 (1991 norms)
1987, 1988, 1989, 1990, 1991, 1992

VOCABULARY

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu	1992 Stu
THIRD	%ILE	34	39	31	30	30	31
	N	759	811	803	795	796	850
FOURTH	%ILE	21	24	27	27	27	26
	N	622	724	626	657	774	850
FIFTH	%ILE	23	23	18	24	24	27
	N	603	676	664	645	772	787
SIXTH	%ILE	22	22	16	20	20	26
	N	149	157	161	165	149	153

READING COMPREHENSION

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu	1992 Stu
THIRD	%ILE	27	36	31	28	31	40
	N	757	810	805	792	794	849
FOURTH	%ILE	17	19	26	27	27	26
	N	622	724	625	657	774	849
FIFTH	%ILE	19	17	25	27	28	34
	N	603	676	664	645	773	788
SIXTH	%ILE	19	16	19	21	24	29
	N	149	157	161	165	149	153

MATHEMATICS

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu	1992 Stu
THIRD	%ILE	39	46	34	36	39	50
	N	758	816	806	783	798	851
FOURTH	%ILE	23	27	32	34	36	31
	N	620	726	626	659	774	842
FIFTH	%ILE	26	25	32	35	35	37
	N	601	685	663	640	774	788
SIXTH	%ILE	29	28	29	33	33	35
	N	149	160	161	165	148	152

LANGUAGE

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu	1992 Stu
THIRD	%ILE	51	59	54	59	65	56
	N	751	808	801	789	787	848
FOURTH	%ILE	30	40	40	46	47	44
	N	619	719	622	653	769	844
FIFTH	%ILE	25	34	39	35	44	46
	N	602	670	660	640	766	784
SIXTH	%ILE	31	32	24	34	40	42
	N	148	157	161	165	149	154

WORK STUDY

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu	1992 Stu
THIRD	%ILE	39	46	37	37	39	N/A*
	N	756	803	804	790	790	N/A*
FOURTH	%ILE	30	28	32	38	37	N/A*
	N	620	720	624	656	768	N/A*
FIFTH	%ILE	29	27	33	36	36	N/A*
	N	600	675	664	636	770	N/A*
SIXTH	%ILE	33	28	29	27	30	N/A*
	N	149	157	162	166	148	N/A*

COMPOSITE

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu	1992 Stu
THIRD	%ILE	37	45	37	38	42	43
	N	749	803	799	774	783	827
FOURTH	%ILE	21	30	32	33	33	28
	N	617	712	619	652	764	811
FIFTH	%ILE	26	26	28	30	30	35
	N	598	666	656	631	764	762
SIXTH	%ILE	27	24	21	26	27	33
	N	148	157	160	164	147	151

CHANGE FROM 1987 (AREA) TO 1988

GRADE	3	4	5	6
Vocabulary	+5	+3	NC	NC
Reading Comprehension	+9	+2	-2	-3
Mathematics	+7	+4	-1	-1
Language	+8	+10	+9	+1
Work Study	+7	-2	-2	-5
Composite	+8	+9	NC	-3

CHANGE FROM 1987 (AREA) TO 1989

GRADE	3	4	5	6
Vocabulary	-3	+6	-5	-6
Reading Comprehension	+4	+9	+6	NC
Mathematics	-5	+9	+6	NC
Language	+3	+10	+14	-7
Work Study	-2	+ 2	+ 4	-4
Composite	NC	+11	+2	-6

CHANGE FROM 1987 (AREA) TO 1990

GRADE	3	4	5	6
Vocabulary	-4	+6	+ 1	-2
Reading Comprehension	+1	+10	+ 8	+2
Mathematics	-3	+11	+9	+4
Language	+8	+16	+10	+3
Work Study	-2	+ 8	+ 7	-6
Composite	+1	+12	+4	-1

CHANGE FROM 1987 (AREA) TO 1991

GRADE	3	4	5	6
Vocabulary	-4	+6	+1	-2
Reading Comprehension	+4	+10	+9	+5
Mathematics	NC	+13	+9	+4
Language	+14	+17	+19	+9
Work Study	NC	+7	+7	-3
Composite	+ 5	+12	+4	NC

CHANGE FROM 1987 TO 1992

GRADE	3	4	5	6
Vocabulary	-3	+5	+4	+4
Reading Comprehension	+13	+9	+15	+10
Mathematics	+11	+8	+11	+6
Language	+5	+14	+21	+11
Work Study	NA	NA	NA	NA
Composite	+6	+7	+9	+6

CHANGE FROM 1991 TO 1992

GRADE	3	4	5	6
Vocabulary	+1	-1	+3	+6
Reading Comprehension	+9	-1	+6	+5
Mathematics	+11	-5	+2	+2
Language	-9	-3	+2	+2
Work Study	NA	NA	NA	NA
Composite	+1	-5	+5	+6

Attachment 1
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